

Classroom Environment and the Stratification of Senior High School Student's Mathematics Ability Perceptions

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Abstract: This paper aims to determine whether certain classroom practices will increase the chance that students will decide whether they are poor in math. The study was conducted to Senior High School (SHS) students in a private university in Dasmariñas City, Cavite. A total of 282 respondents coming from the different strands were selected. Using multiple linear regression, results revealed that two factors were found to be significant as to why the ability perceptions exist in the classroom. The teacher's report about the student's talent in math and the task structures practiced inside the classroom. This further implies that in a student's point of view, the higher the grade that they are receiving, the more that they think they are superior to others, which makes the ability perception score to increase as well. On the other hand, the more frequent the math structure is practiced in class, the lower the tendency of ability perception to exist in class. This study, therefore proves that ability perception also exists in SHS students.

Keywords: Classroom environment, ability perception